DOCUMENT RESUME

ED 284 141 CG 020 074

AUTHOR Freas, Howard J.
TITLE The Role of Student Affairs Personnel in Curriculum Planning in the Community College Curriculum.
PUB DATE Apr 87
NOTE 53p.; Ed.D. Practicum, Nova University.
AVAILABLE FROM Howard J. Freas, Bucks County Community College, Newton, PA 18940 ($3.00; quantity discount).
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Curriculum; *Community Colleges; *Curriculum Development; Higher Education; *Student Personnel Workers; Two Year Colleges
IDENTIFIERS Pennsylvania

ABSTRACT

The assumption was made that student affairs professionals are not used in, or only play a minimal role in, the curriculum planning process in community colleges. The 14 community colleges in Pennsylvania were contacted to evaluate the role of student affairs professionals in curriculum planning in these colleges. The results indicated that the student affairs professionals had a minimal role. The literature review suggests that curriculum planning models either do not exist in community colleges or are poorly defined. Since a curricular planning process is needed at Pennsylvania's Bucks County Community College, a process model based on Hunkins (1980) was proposed. The recommendations include: (1) adopting a curriculum planning model that would be used to develop and establish a college-wide curricular philosophy and curriculum; (2) basing the curriculum planning model on the Hunkins model; (3) appointing a chief curriculum officer charged with implementing the model; and (4) changing the chief curriculum officer role to involve all segments of the college in the planning process, paying particular attention to the expertise available in the student affairs sector. (Appendices include survey letters and a list of colleges surveyed.) (Author/ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED284141

THE ROLE OF STUDENT AFFAIRS PERSONNEL IN CURRICULUM PLANNING IN THE COMMUNITY COLLEGE

CURRICULUM

by

Howard J. Freas, M.A.

Bucks County Community College

CG 020074

DR. PHYLLIS COOPER

PHILADELPHIA

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

APRIL 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Howard J. Freas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

The assumption was made that student affairs professionals are not utilized in or only play a minimal role in the curriculum planning process in community colleges. The fourteen community colleges in Pennsylvania were contacted to evaluate the role of student affairs professionals in curriculum planning in these colleges. The results indicate that the student affairs professionals have a minimal role. The literature review suggests that curriculum planning models either do not exist in community colleges or are poorly defined. Since a curricular planning process is needed at Bucks County Community College, a process model based on Hunkins (1980) was proposed. The recommendations are that the administration of Bucks County Community College adopt a curriculum planning model that would be used to develop and establish a college wide curricular philosophy and curriculum, that the curriculum planning model be based on the Hunkins model, that a chief curriculum officer be appointed and charged with implementing the model, and that the chief curriculum officer be charged to involve all segments of the college in the planning process paying particular attention to the expertise available in the student affairs sector.

TABLE OF CONTENTS

ABSTRACT.....ii

INTRODUCTION.....1

BACKGROUND AND SIGNIFICANCE.....4

PROCEDURES.....7

RESULTS.....9

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS.....25

REFERENCES.....35

APPENDICES

A. Job Description for Assistant Dean for Instruction, 1972.....37

B. Survey Letters and Articles.....40

C. Pennsylvania Community Colleges Surveyed.....42

D. Curriculum Notes from Cohen and Brawer (1982)....46

E. Curriculum Letters from Montana State University.48

INTRODUCTION

The professionals who serve the colleges and universities of the United States in student affairs capacities are a multitalented group with many accomplishments. Frequently, student affairs personnel have doctoral degrees in psychology or other behavioral sciences and in many cases have undergraduate degrees in the liberal arts. The curriculum is the bedrock of education. Without it there would be no formal education system and no need for the services provided by student affairs personnel. Traditionally, the curriculum has been created, planned and developed by higher administration and sometimes, faculty (Nova, 1983). Input from student affairs personnel is rarely requested and is often rejected when offered. There are a variety of ways that student affairs professionals can assist in the curriculum development process.

The problem at Bucks County Community College is that student affairs personnel have been under utilized and their expertise has been lost. It is possible for a student affairs staff member to serve on the Curricular Revision Committee, however, this has happened only a few times during the past twenty years. Usually, the committee is dominated by faculty and department

chairpersons. This committee is not charged with curriculum planning, but is a conduit for program and course proposals to the Advisory Council and thence to the President. Courses and programs originate in academic departments either from a single faculty person, a department committee or the department chair. For many years proposals would not be accepted by the committee unless they had been generated by an academic department. This changed in 1976 when the Counseling Center submitted a Career Decision Making course proposal. This proposal languished in committee for three years. During this time the politics of curriculum planning and development became apparent. It was made clear that many people on the academic side of the institution believed that student personnel professionals were not able to teach and had no business proposing or teaching courses.This attitude prevails today as witnessed by the fate that befell a second course proposal from the Counseling Center. The course proposed by the counseling center (Coping with Death and Dying) was passed by the Curricular Revision Committee, then rejected by the Advisory Council and the President and returned to Curricular Revision. The next year, when membership had changed, the Curricular Revision Committee rejected the proposal that had been accepted the year before. Thus,the second part of the problem is the attitudes held by the members of the

academic community about student personnel staff participation in curriculum planning.

A third part of the problem is that there is no office or committee which is responsible for curriculum planning for the entire college. The process is fragmented and disorganized. There has been no research no community or student input into what has been accomplished. Stated in another way a curriculum planning process does not exist at Bucks County Community College. At one time there was an Assistant Dean for Instruction position and one of the responsibilities of that position was overall supervision of the curriculum planning activity (Appendix A). This position has been vacant for eleven years. The full problem can be summarized as follows: The pool of talent and knowledge represented by student affairs professionals is not being used in curriculum planning except in a minor way, there is a negative attitude on the part of many academic staff about the involvement of student personnel professionals in curriculum, and there is no central office or committee with overall responsibility for curriculum planning.

BACKGROUND AND SIGNIFICANCE

From the review of literature it is apparent that student affairs professionals are seldom involved in curriculum planning.There has been at least one article published (Roberson, 1969) which described the use of counselors in the planning and development of curriculum for a community college before it opened. The counselors worked with the dean of instruction and department chairs. The advantages of this procedure included a full understanding of the curriculum on the part of the counselors (particularly career and technical programs), the development of appreciation and respect for counselors on the part of faculty, and of a college wide esprit de corps. Counselors are referred to by Cohen and Brawer (1982) and Saylor (1981) and in both cases counselors are mentioned as interpreters of curriculum after it is in place rather than in the forefront of planning. Thornton (1972) points out that counselors should serve on curriculum committees. In the literature reviewed, no references to student personnel professionals other than counselors were found.

According to Thornton (1972), "curriculum consists of all the planned education experience provided by an educational institution." This could then include the activities student affairs people are involved in

as well as any other non-credit (but planned) activity. Thornton also points out that influences on curriculum include social, economic, technological, and demographic factors. What better group is there to advise the curriculum maker on these influences than student personnel professionals? Monroe (1975) suggests that curriculum includes knowledge of the past, skill learning activities, "attitudes or emotional predispositions deemed valuable for a host of experiences", and "a set of values deemed necessary for the survival of society." The latter are two areas for which student affairs personnel have special talents. Smith and Martin in Cohen's book (1979) propose a values curriculum that could be developed solely by student affairs professionals, although they do not specify the personnel to do so. Such courses as human development, career and vocational awareness, interpersonal relations, and leadership behavior are proposed as separate courses or part of courses in academic departments. Johnson (1979) conducted a survey of a random sample of 180 two-year colleges inquiring about curriculum practices. Among the thirty-three items examined were: the use of behavioral science facts and concepts in curriculum development, accommodating for individual differences, in-class diagnosis of academic weaknesses, and systemmatic evaluation. In all of these areas the responses were

less than positive, reflecting a lack of influence of those professionals concerned with these specific areas. Parker (1974) in her guide for planning career education mentions student affairs people as support personnel being involved in such areas as counseling, testing, placement, and orientation. The Arizona Curriculum Procedures Manual (1978) refers to placement, follow-up and advisory committees, however, these are not part of curriculum development procedures. Warttenberger in his chapter in Cohen (1979) states "the curriculum is at the heart of the instructional program it is apparent that the allocation of resources is at the heart of effective management and efficient operation of any enterprise." Precisely the thesis of this paper: student personnel resources have not been properly allocated, if used at all.

In those publications primarily devoted to planning, development, implementation and evaluation of curriculum , scant attention has ben paid to the personnel involved but the most commonly mentioned people are faculty and administrative personnel.

What types of positions would be classified as student affairs jobs. There is no concensus on this point. However, an examination of a random sample of college catalogs and a review of the membership

requirements for student affairs professional organizations suggests that the disagreement is minimal and the following positions or functions are most commonly classified as student affairs (or student personnel): admissions, registration, career development, counseling, financial aid, special services for adult students, student activities, transfer, job placement, veterans affairs, health services, and residence life. Advising and cooperative education are functions that may be found in student affairs or in academic affairs. Intercollegiate athletics may also be found in the student affairs ategory. The purpose of this paper is to put curriculum planning and student affairs together for the benefit of the students and the college

PROCEDURES

The literature reviewed for the proposal suggested that very little had been written about the role of student affairs professionals in curriculum planning. In an effort to verify this, additional literature was searched paying particular attention to more recent publications. To accomplish this the database at Nova University was used, recent issues of the Chronicle of Higher Education were reviewed, and policy publications

of the American Association of Junior and Community Colleges were read.

A second component of procedures was to contact the fourteen community colleges in Pennsylvania (Appendix B) about the role student affairs personnel currently fulfill in curriculum development. A letter was prepared and sent to the dean of instruction or academic dean depending on the organization of the college (Appendix A). A follow-up letter was sent to non-respondents five months after the initial letter.

The third component was to postulate an ideal process of curriculum planning in a community college on a step-by-step basis. The need for a model was made clear by the findings from the literature review and the responses to the letter. The curriculum model proposed is based primarily on the writings of Hunkins (1980) in addition to ideas from Goodlad (1979), McNeil (1981), and Saylor, Alexander and Lewis (1981). The stages include: conceptualization, and legitimization; diagnosis; curriculum development (content); curriculum development (experience selection); implementation, evaluation; and maintenance (Hunkins, 1980). At each stage the role that can be fulfilled by student personnel staff is indicated in terms of function and the particular office(s) involved. The model that was developed varies from traditional models because these were designed for use in elementary and secondary education.

RESULTS

The involvement of student affairs personnel in curriculum development in Pennsylvania community colleges is minimal. In nine of the eleven responses received, the only involvement mentioned was participation on a curricular revision committee. In one case it was unclear if there was any involvement at all. At another college the respondent mentioned that counselor activity on this type of committee had widened the gulf between student affairs and the academic departments. As pointed out in the responses, curricular revision committees are responsible for reviewing new courses and new curricula, not originating, developing or planning. A curricular revision committee is a way station along the track from origin to presidential approval. Two respondents described processes that included more involvement of student affairs personnel than simply membership on a curricular revision committee. At one college new courses and curricula originating in academic departments flow through other academic departments and student affairs.This is to share information, to seek input, and to seek recommendations. This is not an approval process. The curriculum planning and development process at another college involves several

administrative entities. Curricula originates in academic divisions, proceeds to a curriculum committee, thence to the Faculty Council, and finally to the President's Cabinet. At each point of this process, student affairs personnel are involved. At this same college, student affairs (particularly counselors) have developed a liberal arts curriculum for undecided students and created human development credit courses.

The review of the expanded literature search follows. Creamer in 1972 surveyed 920 community colleges about status and scope of student personnel services. One hundred reported that there was some type of human development instructional program in progress. Human development faculty are either from student personnel staff (usually counselors) and psychology faculty. These courses carried credit. Forty-three percent of the schools had trouble financing human development courses. There was no mention of the politics of having courses and programs included in the curriculum. All of the preceeding is from Milne (1974).

Jonassen and Stripling (1977) had 435 student personnel practitioners develop a list of twenty one student personnel functions in response to a letter. Twelve more functions were added in a second letter. One of the twelve was "curriculum development." In the third and final round of the Delphi technique, the practitioners ranked "curriculum development" #21 out of thirty three.

The courses mentioned in this quote

> More than 90% off all institutions have courses to improve writing skills of students; 78 percent reported courses on how to cope with or survive in college; 67 percent reported career planning courses; and 62 percent offer special programs focusing on student retention. Academic credit for remedial or developmental courses is offered by 60% of the institutions (El-Khawas,1985).

are courses that should be developed and taught by student affairs personnel. Nowhere in the report does El Khawas mention the origin of or instructional personnel for these courses.

A policy statement about the associate degree has been published by the American Association of Community and Junior Colleges (1984). The section dealing with curriculum opened with the following quote:

> Working under the direction of the appropriate administrative leaders, it is the responsibility of the teaching faculty and academic staff to design, monitor, and evaluate the specific associate degree programs offered by the institution. This process must involve consultation with others, both inside and outside the institution.

a later point in the paper this quote appears:

> In addition, all associate degree programs must reflect those characteristics that help define what constitutes an educated person. Such characteristics include a level of general education that enables the individual to understand and appreciate his/her culture and

> environment; the development of a system of personal values based on accepted ethics that lead to civic and social responsibility; and the attainment of skills in analysis, communication, quantification, and synthesis necessary for further growth as a lifespan learner and a productive member of society. It is understood that not all of these elements are attained fully through organized courses, but that the intellectual and social climate of the institution and the variety of other educational activities engaged in by students may play an important part. It is incumbent upon the institution to develop appropriate procedures to assess required learning gained outside the formal course structure.

It is apparent that the AACUC's position is that curriculum should be in the hands ot the academic staff. However, the second llUote reflects the notion that much of what needs to be accomplished in colleges cannot be "attained fully through organized courses". The methods to accomplish the development of the characteristics mentioned is not addressed. The implication is that it would be personnel other than teaching faculty and academic staff.

"The 1984 Traverse City Statement ... reaffirms the philosophy and purpose of student development services in the two year college,... and reaches some concensus on an agenda for local and national action." There are two statements relating to curriculum made in the Statement. Under program accountibility at the local level (meaning in-house) ; "work with

instructional units to establish and communicate entry requirements, performance expectations, and competency -based outcomes for students". The second statement is found under the heading : Strengthening Partnerships with Campus Constituencies. It reads: "develop close working relationships with other administrative units, particularly the instructional area.".

"Millet (1968) talks about reconstructing the university and moving the curriculum and teaching process toward a model more relevent to students' expectations". This quote is found on page 247 in Lucas' chapter in Jedamus (1980). In the same book, Cosand, in his chapter states, "the mission of the college, its philosophy and objectives, and the students enrolled should certainly be the major forces in curriculum design and development"(p. 172).

The Report on the Curriculum found in the February 13, 1985 issue of the Chronicle of Higher Education had much to commend it. A theme running through the report and through other literature reviewed is that the curricula found into today's colleges and universities are not attending to student needs, and are in fact far removed from the realities of the modern world.

> Every student's program should be guided by informed faculty advice and supervision: perfunctory advising must give way to careful and continuous monitoring and counseling. Imaginative planning, in which administrative funding and student contributions would be essential, could integrate the course of study with the extracurriculum and the cultural

> environment in many ways, with particular concern in large urban institutions for the needs of commuting students. (Chronicle of Higher Education 7/13/85 P24).

O'Banion (1971) summarizes the role of student personnel in curriculum planning very succinctly:

> Student personnel traditionally has not played a very significant role in curriculum development and implementation. Its major contribution has been to serve as resource personnel for those faculty making academic decisions. Since the curriculum is one of most significant aspects of the student's experience at college, the student personnel staff must be able to influence this aspect of the college if it is to affect the student's collegiate experience.

There is little reason to suggest a revision to This fifteen year old statement based on the literature reviewed.

Deegan and Tillery's book (1985) is a collection of writings by several authors. Although there is not a chapter on curriculum, comments about curriculum are found in six chapters and the editors included a section on curriculum in the summation and recommendations chapter. The following quotes include information and commentary that are pertinant to the topic of this paper:

> These changes included shifts in organizational pattern such as moving the counseling component to the jurisdiction of the chief instructional officer presumably in an effort to more closely integrate the instructional process with student services. Another change included involving the counseling staff in the teaching

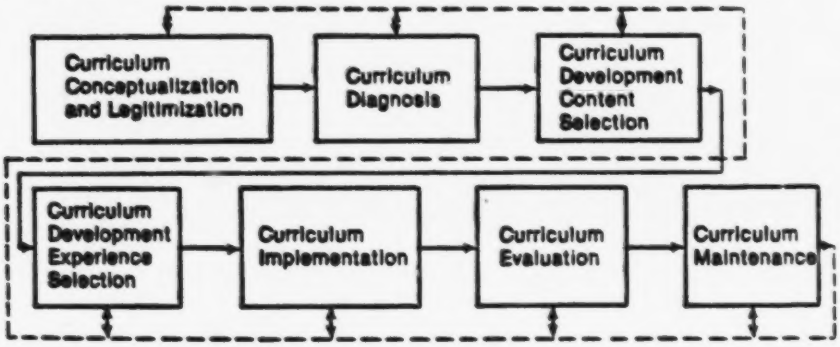
> of courses in the "affective curriculum" designed to enhance personal development. (Matson and Deegan, P135).
>
> Student development is a concept that remains vague, undefined in practice, and largely unimplemented in community colleges. (Matson and Deegan,P131).
>
> Changes to note...the significant increase in the number of students underprepared for college work, many from ethnic groups underrepresented in higher education. (Matson and Degan, P135).
>
> New information and learning technologies will change why, how and where people learn, Community colleges will need to redesign curricula and methods of instruction. (P29).

The current state of curriculum planning and development at Bucks County Community College is one that lacks an individual with overall coordinating and planning responsibility. Curriculum can originate with a faculty member, a department chair, a department, an academic administrative officer, the community (flowing through an academic administrative officer), and grant proposals. When the appropriate department has approved a program and /or courses, they are then submitted to the Committee on Curricular Revision (CCR).This Committee has three options; to return the proposal for clarification and answers to questions, to disapprove and return, and to approve and foward to the Advisory Council. The Advisory Council is composed of five faculty (elected by the Union) and four administrators (appointed by the President). The council can return to CCR with questions, disapprove, or approve, and foward to the President. The President will approve or

disapprove. Disapprovals at the Council or Presidential levels can be appealed by the originator to the next highest level of administration. The Board has overridden the President on only one occasion. Since there does not exist an office with responsibility for curriculum, a curricular philosophy and rationale has not been developed. There are those who argue that the Mission Statement accomplishes this purpose.

The model described above does not appear effective for planning or development. Any major changes have occurred because ad hoc committees have been appointed to deal with specific issues, such as core requirements. Operational definitions of general education, liberal arts, career education, adult education, etc., are non-existent or vague and unusable. Student affairs personnel may have membership on the Committee on Curriculum Review and the Advisory Council. Appearances of student affairs personnel on the latter have been quite rare. The only student affairs office accorded the privilege of originating courses is the Counseling Center and this has only been since 1977.

Figure 1 Hunkins Curriculum Planning Model.



From Hunkins (1980). Page 17.

Hunkins' (1980) curriculum planning model (Figure #1) was developed to organize a set of procedures relluisite for creating a curriculum-instruction program for students, K to 12. The model can also be utilized to create curricula for teacher in-service programs and for the lay public. If one accepts that this model is usable for school students, teachers, and the lay public, it follows that it is usable, or adaptable, for community and junior colleges. The model consists of seven stages: conceptualization and legitimization; diagnosis; development, content selection; development, experience selection; implementation; evaluation; and maintenance. The assumption is that there is a person (teacher or administrator) or a group (a standing committee) responsible for putting this model into operation.

In the conceptualization and legitimization stage activities directed toward identification of needs,

description of existing curricula and its problems, a description of the audience (student body), and establishing a philosophical position are carried out. Also, definitions of curriculum components such as aims, goals, objectives, content, learning activities, evaluation procedures, etc., are hammered out. The primary objective of this stage is to create a master plan which will be published as a curriculum guide. The plan will include the tasks necessary to develop, implement, evaluate, and maintain the curriculum. Also, who will be involved and their responsibilities, and the major phases of the model are included in the guide. A major issue for community colleges, including Bucks County Community College, is the decision about which curricula to include in their offerings (Deegan and Tillery. 1985). There are at least five broad classifications of curricula in community colleges today: liberal arts, general education, career education, developmental education, and affective education. Deegan and Tillery point out that Community colleges are faced with decisions whether to embrace one curriculum, all five, or a combination from among the five. Few colleges, if any, have a mechanism to do this. Student affairs involvement in this stage should include the chief student affairs officer as either a member of the committee or a consultant to the curriculum administrator. Student affairs personnel

have expertise to offer in needs analysis, description of the student body, and in career, developmental, and affective education.

Diagnosis, which can occur in stage one, seeks the reasons for extant needs and suggests ways for satisfying such needs. Also, in this stage, ways and means of correcting noted deficiencies are determined. Diagnosis suggests prescription. From prescriptions, goals and objectives are generated, refined, and prioritized. There are two levels of objectives; general program objectives and specific instructional objectives. General program objectives are better defined as broad statements about the purpose of schools. At this stage is where the curricular choices at community colleges mentioned in stage one would be addressed and decisions made. Diagnostic import can come from almost any student affairs office. Admissions and counseling can provide input about needs and why they exist. Counselors and career oriented offices receive considerable feedback from students about the current curricula as well as needs. Community input flows through placement offices, counseling offices, and career offices. Student affairs offices can and should feedback to academic offices what is heard from students and community about courses, programs, and needs.

Curriculum development-content selection refers to the process of translating general program and instructional objectives into content. These contents, experiences, descriptions, as well as suggested educational environments are included in the curriculum-instructional master plan (curriculum guide). The criteria for content are that it be teachable and learnable. Student affairs personnel can prepare course and program proposals. At Bucks County Community College, student affairs personnel have prepared credit courses in Career Decision Making; Coping with Death and Dying; and College Seminar (an orientation course). Currently, the Director of Counseling is proposing, in cooperation with several department chairs, a revamping of liberal arts curricula. The Director of Counseling proposed the changes from being aware of transfer problems a number of students were having. Burlington County College (N.J.) student affairs staff have developed an effective education curriculum of credit courses including such areas as leadership, stress management and career decision making. If student affairs personnel are preparing courses and programs then they are also contributing to the curriculum guide.

Curriculum development-experience selection is devoted to determining the types of strategies utilized, the types of experiences selected, the types

of educational activities planned to facilitate student learning, the educational environments to be employed (classroom,field trips, open spaces), the community, the workplace, etc. Stages three and four create the curriculum-instruction plan. Instructual strategies, learning styles, and learning theory are the province , at least in part, of educational psychologists. Many student affairs personnel have had considerable background in learning theory and may well be educational psychologists. It is clear that personnel with this background can provide valuable input in this stage. Another interesting way to gather input for the developmental stages is practiced at Westmoreland (Pa.)Community College. All curricular proposals are reviewed by all academic and student affairs departments. This is for input and information, it is not an approval process.

The beginning point of the implementation stage is that time when the courses and programs become available for enrollment. At Bucks County Community College this would be when the course and program proposals have cleared the approval process. Courses can bypass this approval process and be offered experimentally. This would be analogous to Hunkin's piloting. Experimental courses can only be offered for three semesters and three sections per semester. These courses must then go through the approval process. It

is assumed that when these courses are entered into the approval process there will be available evaluation data relative content, student performance, relevance to program and environment. Student affairs personnel can be involved in both offering courses and teaching courses. Many student affairs people teach overload in academic departments depending on their undergraduate discipline. Support services are important to curricular implementation. Student affairs personnel can supply support through counseling, career development, testing, transfer, advising, and placement activities. Formative evaluation is part of this stage and should be built into course syllabi. Sound evaluation procedures will lead to revision, consolidation, and monitoring of the courses, programs and system. This stage continues indefinitely and includes the remaining stages of this model.

Although evaluation is presented as the sixth stage, it is actually a continuous process going on throughout all stages. Evaluation that occurs during the first five stages is referred to as formative evaluation. Summative evaluation, on the other hand, centers on judging the quality and effectiveness of the total program or curricular plan developed. Evaluation comprises the essential component of the feedback and adjustment loop of the overall planning model and is depicted in Figure 1 by the dotted line.

Hopefully, evaluation will reveal optimal student learnings, competent staff performances, and community acceptance of the program. Student affairs personnel can assist faculty and administration to design the evaluation tools and alert the staff to already existing instruments that can be used. An example of the latter is standardiized testing.

Maintenance of a curriculum is as important as any of the other stages. Many educators make the error of ignoring a curriculum after it has been implemented and been initially evaluated. Maintenance means managing, monitoring goals and needs, monitoring teaching, and ongoing evaluation. Some of the reasons maintenance is required in that students change, new staff arrive, new materials are produced, new needs are perceived, new issues occur, and new knowledge is formulated. Student affairs personnel are particularly helpful because they are the first to be aware of changes in student body characteristics as well as perceiving new needs and issues. Also, information about new materials and new knowledge that comes across the desks of student affairs people should be fówarded to the central curriculum entity and appropriate academic departments.

In summary, the roles that student affairs personnel can and should play:

Stage 1. Conceptualization and Legitimization.

a. Membership on the planning committee, and or,

b. Consultant to the planning committee.

c. Offer expertise in needs analysis; description of student body characteristics; in career, development, and affective curricula.

Stage 2. Curriculum Diagnosis.

a. Diagnostic input: feedback from students about curricula and needs flow through student affairs offices and should be

. communicated

b. curriculum committee should seek their information from student affairs in both formal and informal ways.

Stage 3. Curriculum Development- Content Selection.

a. Prepare course and program proposals

b. Prepare affective education and career education

Stage 4. Curriculum Development-Experience Selection

a. Input relative learning styles, instructional strategies, and learning theory.

Stage 5. Curriculum Implementation.

a. Offering courses.

b. Teaching courses.

c. Curricular support.

Stage 6. Curriculum Evaluation.

a. Recommend existing evaluation tools.

Stage 7. Curriculum Maintenance.

a. Provide imput about changes in student

body characteristics, new needs, and new issues.

b. Forward information about new materials and new knowledge.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The basic assumption in this paper was that student affairs personnel have little or no input in curriculum planning in the community college. This assumption is supported by information yielded from the survey of the fourteen community colleges of Pennsylvania. Two colleges did report that there was some involvement of student affairs personnel in the developmental phases of curriculum, including review of new courses and programs and creating credit courses. Although attitudes were not requested, one respondent commented that counselors serving on a curricular revision committee had served to widen the schism between student affairs and academic affairs.

The issues of the internal politics of educational institutions and academic freedom were not addressed in the survey or in the literature reviewed. Most curriculum literature is written for educators in K-12 education where politics and academic freedom are not major issues. It is just the opposite in collegiate education. Academic freedom is used as an excuse , as a

defense, for just about any curricular or instructional weakness that can be named. It can be expected, and must be planned for, that strong objections to instituting a curricular planning process will be forthcoming from academic components that might feel threatened. The politics of curriculum can be encapsulated in two words, ""turf" and philosophy. "Turf" refers to who should be teaching what. It is a problem between many disciplines.Terms used are "overlapping" or "duplication". The potential for true duplication exists among the social sciences, the humanities, and the "hard" sciences among others. Certainly the potential for overlap between the social sciences, student personnel, and behavioral sciences is obvious. Prior to placing a curriculum planning process in place it is required to evaluate the potential turf, academic freedom, and other political problems that might exist. Further, strategies appropriate to the institution must be employed to assure the faculty that the planning process is a process that is of importance and benefit to them. That encroaching on turf or creating new competition are not the goals of curriculum planning.

Another hurdle to be cleared is the age old schism between student affairs and academic affairs. This is becoming an issue of national concern. At the National

Convention of the American College Personnel Association in New Orleans during April of 1986 at least a dozen different presentations were made purporting to have programs, plans, or theories designed to close that schism. These presentations were done by academic affairs personnel as well as student affairs personnel or a combination of both. A theme that was observed in most of these presentations was that student affairs would have to convince academic affairs that they. student affairs, are academically competent, i.e., can teach, prepare syllabi, plan curricula, prepare examinations, evaluate, conduct research, etc. Some techniques were suggested such as publishing, teaching in specific academic departments, meeting with specific departments when courses and programs are being developed, joint appointments (carrying a faculty title and a student affairs title) among others. For student affairs personnel to work effectively in a curriculum planning process, this schism must be closed or; at least, narrowed.

One of the major philosophical issue facing community colleges today is to determine their purpose. Purpose is going to be stated in part, by the curricula offered (Deegan and Tollery 1985). As mentioned earlier in this paper, community college curricula can be identified by at least five labels: the liberal arts, general education, career education, developmental

education, and affective education. One of the first things the personnel involved in a curriculum planning process will have to do is make recommendations about the overall purposes of the institutions. Bucks County Community College was born into a liberal arts tradition inherited from the original planning committee. The developmental education program evolved out of work done in the Counseling Center around 1970. It was not planned, nor was career education. Most of the latter curricula were created because someone thought that students needed it or because someone wrote a vocational-education grant proposal. General education and affective education have never been defined at Bucks, although there are some evidences of the existence of both of these types of programs.

The need for a curriculum planning process has become more evident in recent years. Dropping enrollments, increased numbers of underprepared students, increased numbers of the disabled (particularly learning disabled) changes in student body characteristics, changes in transfer college demands have all combined to force colleges to examine their offerings both credit and non-credit. Other factors that are contributing to the need for a viable curriculum planning process are the rapidly changing technologies, the explosion of information, and the changing of our society from industrial/agricultural to

service/informational.

Deegan and Tillery (1985) did not include a chapter in their books that was devoted to curriculum. However, commentary about curriculum and organization is found in several chapters. One of the pertinent comments is a suggestion to move the counseling staff under the supervision of the dean of academic affairs. A closely related notion in another chapter was to assign counselors to teach the affective curriculum. These authors stress the importance of the developmental curriculum and point out that new information and learning technologies are requiring the community colleges to redesign curricula and methods of instruction.

A summarization of quote the found in Appendix D from Cohen and Brawer (1982) reflect their view of the state of the curriculum in community colleges. It is their opinion that the calls for student-centered curricula will not be heeded because the academic discipline definition of the college function is too strong. It follows that the definition of curriculum as "any set of courses" allows faculty to ignore all other college programs. Further, they contend that the curriculum is without rudder, "but paradoxically, this can result in innovation and flexibility." Finally, Cohen and Brawer point out that although the faculty have the power to define curriculum, it is the administration that is

charged with propagation of curriculum.

A wide variety of curriculum planning models have been proposed over the years, but they have been aimed at secondary and elementary education. No collegiate curriculum planning models were uncovered in the literature review done for this paper. Thornton (1975) does propose a set of basic principles of curriculum construction for community colleges: 1) faculty control with some measure of student participation; (2) periodic review and revision to ensure relevance; (3) reasonable balance between the traditional and radical curricula; (4) student-centered rather than faculty-centered; (5) materials and standards within the scope of the students interest and ability to learn; (6) translation of content into meaningful, realistic objectives taught with sincerity and enthusiasm; (7) a broadened concept of acceptable and appropriate areas of concern including experiences which were formerly regarded as extracurriular, community field experiences, and off-campus work experiences(p58). There are components of the Hunkin's model in this list, but Thornton's list is simply a grouping of activities, and not a model. Collegiate curriculum models are not proposed in the works of Cohen and Brower(1982),Deegan and Tillery (1985), or Jedamus (1980).

McNeil (1981) discusses the politics of curriculum making. He indicates that there are twelve sources of

curriculum inputs. Student personnel is not listed among the twelve. Sources of data for curriculum planning are, according to Taylor (1981), community needs, growth and developmental characteristics, emerging patterns of growth, developmental stages, and knowledge about special groups (the handicapped, the gifted). Most of these sources are the special province of student affairs professionals.

A curriculum planning model does not exist at Bucks County Community College (BCCC). There is no staff person or standing committee charged with the responsibility for proposing planning, developing, implementing, and assessing curriculum. There is a Committee on Curricular Revision charged to evaluate new course and program proposals. This committee only functions as an approving agency that forwards the proposals to the Advisory Council, and thence to the President. One of the needs at BCCC is to put a planning model in place. The Hunkins's (1980) model was selected to be recommended because it seems to be the most complete and easily adaptable to the collegiate environment. This model covers all the bases: conceptualization, diagnosis, development, implementation, evaluation, and maintenance. Hunkins stresses that her model represents a process and not a series of discrete stages. Evaluation, for example, in some form or another appears throughout the seven

stages. This model accepts input quite readily at any point of the process, thus student affairs personnel can be brought into the process as consultants, surveyers, administrators, programmers, evaluators, etc. Other models were reviewed and found to be incomplete or not easily adaptable. For example, Tylers model (Goodlad,1979) lists only four tasks: building objectives; relating learning opportunities and appropriate materials for learners; organizing these opportunities; and selection of means of evaluation in terms of the objectives.

State legislatures, boards of trustees, and the community are all asking: what do these colleges produce?; how is the "success" of instructional programs measured? The Hunkin's model is conceptualized so well and is so complete that a variety of evaluation measures can be devised that are understandable to the laity and these measures can help provide the accountibility required. Enrollment and retention data can be used as accountability measures. It is an assumption of this paper that a well conceived curriculum will increase both enrollment and retention simply because the students will be able to relate their goals and objectives, and needs to a planned and effectively operating curriculum.

A major problem that must be prepared for is the emotional response of faculty and department chairs to

the introduction of a curricular planning process. The introduction of this process could appear to be an invasion of "turf", a veiled attempt to eliminate courses and programs, an invasion of academic freedom, and a way of "forcing" certain courses into the curriculum. To combat this, the faculty should be oriented to the purposes of proposing a curricular planning process and they should be involved in it from beginning to end.

The curriculum of an educational institution can be a crucial force contributing to the image, positive or negative, of that institution. Montana State University has recently revamped their curriculum university-wide and has publicized it nationally. The letter (Appendix E) mentions such things as "intellectual challenges", "interdisciplinary interaction," and "facilitating transfer". The letter was accompanied by a slick, attractive catalog devoted only to the core curriculum. The letter and brochure are clearly designed to present a positive, intellectually oriented image. Part of the curriculum planning process should include how to best publicize the curriculum and enhance the college image for the community, students, potential students, and other colleges.

A major consideration when proposing changes is financial. The costs that might accrue could include the salaries of a chief curriculum officer (CCO) and

secretary, office furniture, computer equipment , office supplies, faculty salaries, etc. These costs could be cut dramatically by restructuring a position into a CCO, and by using resources already available. When making a new proposal it is imperative to demonstrate the income potential in terms of increased enrollment and retention and compare this with costs.

Recommendations:

1. That the administration of Bucks County Community College adopt a curriculum planning model that can be used to develop and establish a college wide curricular philosophy and curriculum.
2. That the curriculum planning model be based on the Hunkin's model.
3. That a chief curriculum officer be appointed and charged with implementing the model.
4. That the chief curriculum officer be charged to involve all segments of the college in the planning process paying particular attention to the expertise available in the student affairs sector.

REFERENCES

Arizona State Board of Directors for Junior Colleges. Curriculum Procedures Manual. Phoenix, 1978

Cohen, Arthur M., Ed. Shaping the Curriculum New Directions for Community Colleges, No. 25. Eric Ed.171 334, 1979.

Cohen, A., and Brawer, F. The American Community College. San Francisco, Ca: Jossey-Bass, 1982.

Deegan, William L,. Tillery, Dale, and Associates. Renewing the American Community College. San Francisco: Jossey-Bass, 1985 .

ElKhawas, Elaine. Campus Trends,1984. Higher Education Panel Report Number 65. Washington, D.C.:American Council On Education, February 1985.

Emergence of Higher Education Seminar. Nova University. Philadelphia Cluster. Fall 1983.

Goodlad, J. I., and Associates. Curriculum Inquiry. The Study of Curriculum Practice. New York: McGraw-Hill, 1979.

Hunkins, Francis P. Curriculum Development: Program Improvement. Columbus, Ohio: Charles E. Merrill,1980.

Integrity In The College Curriculum. A Report of the Project On Redefining The Meaning And Purpose Of Baccalaureate Degrees. Chronicle Of Higher Education , 24:22. February 13, 1985.

Jedamus, Paul, Peterson, M.W., And Associates. Improving Academic Management. San Francisco: Jossey-Bass, 1980.

Johnson, Glenn Ross. Curriculum Development in Junior /Community Colleges : The "State-of-the-Art" as Viewed by the Academic Affairs Officer . Eric Ed. 188 710, 1979.

Jonassen, Ellen O., and Stripling, R.O. "Priorities for community college student personnel services during The Next Decade." Journal of College Student Personnel, 18:2. March,1977.

Keyser Johns. Traverse City Statement: Toward The Future, Vitality of Student Development Services. Activities. Iowa City, Iowa; American College Testing Program. 1984.

McNeil John D. Curriculum. A Comprehensive Introduction, Boston, MA: Little, Brown and Company, 1981.

Milne, Terry L. "Community College Student Personnel Services" Clearing House for Junior College Information, UCLA. Los Angeles, 1974

Monroe, Charles, R. Profile of the Community College. San Francisco, CA: Jossey-Bass, 1975.

O'Banion, Terry. New Directions in Community College Student Personnel Programs . Student Personnel Series #15. PP 21-22. American College Personnel Association. Washington, D.C. 1971.

Parker,Carol. A Guide for Planning and Implementing Career Education Programs in the Community College. Washington State Board for Community College Education. Seattle. Research and Planning Office. January, 1974.

Policy Statement On The Associate Degree. American Association of Community And Junior Colleges. Washington, D.C. October 1984.

Roberson, Glenn. "The Counselor and the Curriculum." Junior College Journal, 39:74. March, 1969.

Saylor, J., Alexander, W., and Lewis, A. Curriculum Planning For Better Teaching and Learning. 4th Ed. New York: Holt, Rinehard and Winston, 1981.

Thornton, James, W. The Community Junior College. 3rd Ed. John Wiley and Sons, 1972.

APPENDIX A

JOB DESCRIPTION FOR
ASSISTANT DEAN FOR INSTRUCTION. 1972

The Assistant Dean for Instruction reports directly to the Dean of Academic Affairs and is responsible for

1. supervising the preparation of a budget for instruction and recommending it to the Dean of Academic Affairs

2. seeking, interviewing, and recommending suitable candidates for appointment to faculty positions

3. supervising, developing, observing, and evaluating the performance of the professional teaching capacity

4. recommending those areas of the College's academic life requiring research to further the purposes of its instructional program

5. applying the results of research to the curriculum and instruction

6. suggesting to, leading, and aiding the professional teaching staff in its utilization of instructional techniques

7. assisting the Dean of Academic Affairs, department chairmen, and senior faculty members in the integration of newly-appointed faculty and in the planning for in-service programs and professional development

8. participating in the review and evaluation of existing and proposed programs and courses of instruction as to their applicability, comprehensibility, and effectiveness

9. creating, suggesting, and encouraging the development of interdisciplinary instruction

10. establishing and maintaining liaison with those persons, institutions, and sources able to provide the College with information and techniques pertinent to its curriculum and instruction

11. recommending criteria for the evaluation of the performance of the professional teaching capacity

12. encouraging, leading, and supporting innovative instruction, maintaining legitimate checks on it, and encouraging professional criticism of it

13. recommending policies and procedures to effectively implement the instructional program

14. recommending processes and procedures through which the appropriate segments of the College participate in the formation and execution of academic policy

15. recommending educational specifications for building programs

The assistant dean teaches only one course per semester and is appointed by the President to a one year renewable term upon recommendation by the Dean of Academic Affairs.

The assistant dean, if appointed to that position while holding professional rank, tenure, or other professional perquisites granted previously by the College, retains them at the level achieved at the time of appointment to the position of assistant dean. The assistant dean may, at the expiration of the appointment, resume the professional perquisites at the level on which they existed at the time of original appointment.

The assistant dean, if appointed to that position without holding professional rank, tenure, or other professional perquisites granted by the College, does not assume any of them during the term of appointment.

APPENDIX B

PENNSYLVANIA COMMUNITY COLLEGES SURVEYED

LIST OF PENNSYLVANIA COLLEGES SURVEYED

	2ND letter	Reply
Allegheny	✓	NR
Beaver		✓
Bucks		✓
Butler	✓	NR
Delaware		✓
Harrisburg		✓
Lehigh	✓	NR
Luzerne		✓
Montgomery		✓
Northampton	✓	✓
Philadelphia		✓
Reading		✓
Westmoreland	✓	✓
Williamsport	✓	✓

78% response

APPENDIX C

SURVEY LETTERS. NOVEMBER 1985 and MARCH 1986.
"THE COUNSELOR AND THE CURRICULUM."
AN ARTICLE FROM THE JUNIOR COLLEGE JOURNAL. MARCH 1969.
(This article was enclosed with the letters).

March 3, 1986

During November 1985 I sent the attached letter and article to the community colleges in Pennsylvania. I have not had a response from anyone at your college. Could you please respond, even if student affairs has no role in curriculum development.

Thank you.

Sincerely,

Howard J. Freas,
Director of Counseling

SENT TO:
WILLIAMSPORT
WESTMORELAND
LEHIGH
NORTHAMPTON
BUTLER
ALLEGHANY

HJF:lwc
Enc:

Let me start this letter with a personal note. I am fifty-nine years old and have been at Bucks County Community College for over twenty years. For the last seventeen years I have been the Director of the Counseling Center. One of the frustrations of my life has been my failure to earn a doctorate. Thus, in september 1983 I started in the Nova University Higher Education Program. Of the several requirements of this program one is the writing of five practicum papers. These papers are to be related to one of the seminars and are to be pragmatic responses to issues and problems at the College which employs the student. I am writing to you because I need your input for a practicum. I am writing for the Curriculum Seminar. I should tell you that before a practicum is written a proposal, complete with literature review, must be prepared and approved.

The topic of the approved proposal for the Curriculum Seminars is: The Role of Student Affairs Personnel in Curriculum Development in the Community College. My observations of community college education seems to indicate that the role of student affairs people is very limited and in some cases, non-existant. This seems to me to be a gross waste of talent and knowledge, particularly knowledge of learning styles and instructional styles.

What I need to know from you is: what is the role of student personnel staff on your campus in the curriculum development process? Since there is very little literature available about this topic and since community colleges are so diverse it is not possible to provide you with a series of check off questions. I did locate one article that describes student affairs personnel efforts in curriculum development. It is enclosed for your information.

When the paper is completed and has cleared the approval process, I will send you a copy.

Thank you for your help.

JCJ MARCH 1969

45

THE COUNSELOR AND THE CURRICULUM

By Glenn Roberson

VOL #39 #6

Illinois Central College Counselors Participate in Curriculum Planning

The title of this article appears trite, but the word-order does present a unique approach to curriculum development. Too frequently in the past the title would have read "The Curriculum and the Counselor."

Traditionally, a college's curriculum exists prior to a counseling staff; consequently, counselors have not influenced its content. Counselors have viewed entrenched curriculums as lacking relevance for the present and foresight for the future.

The administrative council of Illinois Central College was irreconcilably committed to quality counseling and guidance. The newly formed community college's philosophy states that "all students, full-time and part-time, will have access to the services of the student personnel office." The administrative hierarchy wasted no effort in philosophical gymnastics—they hired five counselors prior to the construction of a single building, the enrollment of a single student, or the formation of the curriculum. The first task assigned the newly acquired counselors was involvement in curriculum planning and implementation.

During the summer of 1967, the counselors worked with division chairmen and the dean of instruction to produce a quality program for the initial opening of Illinois Central College. Division chairmen submitted tentative course descriptions and degree requirements for career and college transfer programs.

Counselors rewrote course descriptions and degree requirements in meaningful language with a view to articulating them with private and state-supported four-year colleges and universities in the area.

The task required the counselors to be cognizant of the following:

1. The division chairmen were from various regions of the country, and their initial reports reflected this regionalism. Their work had to be revised to be consistent with Illinois Central's philosophy and objectives.

2. The catalog had to be written in a manner that would be interesting and yet retain salient facts. The counselors were aware that changes had to be made in such a manner that personalities were not offended. (This was minimal.)

3. There was an awareness that Illinois Central must not lose its autonomy and self-identity in deference to the four-year universities. The final draft, later to become the catalog, had to begin the formation of an identity for the fledgling college.

It cannot go without comment that the counselors were apprehensive concerning the role they were to assume in the dynamic function of creating a curriculum for the college. Illinois Central opened in September with a quality curriculum and a catalog that is unpretentious and gives both scope and depth of meaning to the curriculum.

The involvement of counselors in curriculum development offered the following rewards:

1. The counselors thoroughly understand the rationale of the school's curriculum and have greater knowledge of the curriculums of other colleges.

2. There developed respect for and comprehension of the technologies, business, and other terminal career programs.

3. Faculty members have sincere appreciation and respect for the supportive roles that counselors play in educational milieu.

4. An *esprit de corps* was developed that is possible only through men working in concert and successfully overcoming obstacles.

Through foresight or accident, Illinois Central was fortunate that the counseling staff participated in the planning stages—more than 2,000 students were preregistered without the benefit of the catalog. Such an event could have been catastrophic if the counselors had not retained the hundreds of salient facts necessary to enroll each student.

Counselors in established colleges or universities are probably unable to participate in curriculum creation to the extent that was accomplished at Illinois Central, but if one desires to start a new college let the counselors come before the curriculum.

74

APPENDIX D

CURRICULUM NOTES FROM COHEN AND BRAWER (1982)

Curiculum Notes From Cohen and Brawer (1982).

The collegiate function has been so codified in terms of academic disciplines that no college, no legislature, no educators call for a "student -centered curriculum," no students dry for "relevance" could shake it. P.284

That faculty should have the power to define curriculum stems from the turn of the century university model. P.297

"The innovation and flexibility so prized by community college spokespersons derive less from educational philosophy than from the fact that the curriculum is without a rudder". P.297

Curriculum is "any set of courses". This is easy for faculty to accept and also ignores all other college programs. P,323

"Whereas instructional concerns have been left to the faculty, the propagation of curriculum has been more an administrative charge." P.89

Cohen in his discussion of general education presupposes that only faculty will develop and define curriculum. PP. 334-335.

APPENDIX E

CURRICULUM LETTER
FROM MONTANA STATE UNIVERSITY

Montana State University
Bozeman, Montana 59717-0001

Office of the Vice President for Academic Affairs

Telephone (406) 994-4371

July 18, 1986

College Counselor
Bucks County Community College
Newton, Pennsylvania 18940

Dear Counselor:

Over the course of the last two years, the Core Curriculum Committee at Montana State University has been in the process of implementing a common core of general education courses for our undergraduates. This core represents a considerable change in our approach to students' general preparation. In the past, general education requirements were in the domain of the separate colleges and departments. The new core requirements will replace those separate requirements with university wide core requirements. Our goals include providing students with a common core of experiences and intellectual challenges, promoting interdisciplinary interaction among the faculty, and providing the kind of breath necessary to prepare students for our rapidly changing world.

In addition to putting the core courses in place, we have also been working on procedures to fit our core into the Montana University System. Facilitating transfer to Montana State University has been a top priority for us. For the next two years, students transferring to Montana State University will be able to apply many of the courses taken at your institution to their core requirements.

Enclosed you will find a copy of the General Education Core Curriculum Catalog. This catalog has been distributed to our students and faculty advisors. We felt that you might be interested in a copy to share with your colleagues and for your files. If there is any additional information about our program you would like, please feel free to contact Dr. Stuart Knapp, Vice President for Academic Affairs, Office of Academic Affairs, Montana State University 59717, (406)-994-4371. We would also appreciate any feedback or comments you might have for us concerning the program.

Sincerely,

Ms. Chris Lamb
Core Curriculum Implementation Committee
Montana State University

RECEIVED
COUNSELING CENTER
JUL 21 1986